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ABSTRACT

This guide was developed around subject matter objectives designed to implement the program goals of: (1) acquiring knowledge and understanding based on concepts, generalizations, facts, and vocabulary derived from the social sciences; (2) acquiring intellectual skills and abilities; (3) clarifying values and beliefs; and (4) participating in activities individually and in groups. The content for the elementary grades (K-6) is organized according to the concepts and generalizations derived from the social sciences. Subjects for grades seven and eight are Ohio history, world geography, and U.S. history. High school courses are: (1) U.S. government; (2) U.S. history; (3) consumer education; (4) economics; (5) human behavior; (6) public education; (7) sociology; (8) world geography; (9) world history; and (10) world religions. The world religions course introduces the major religions of the world and describes the ways each influences a country and people that adhere to its beliefs. The world history course is designed to provide an understanding of the world's major cultures. The consumer education course introduces skills and abilities to help students make economic decisions. The public education course increases student awareness of education in relation to society. (SM)

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# SOCIAL STUDIES

## Curriculum Guide

HISTORY

GEOGRAPHY

GOVERNMENT AND LAW

ECONOMICS AND BUSINESS

ANTHROPOLOGY, SOCIOLOGY AND SOCIAL PSYCHOLOGY

HUMANITIES

PUBLIC EDUCATION

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Social Studies

Course of Study

K-12

Adopted August 26, 1985

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Social Studies

Course of Study

The contents of this document are presented as the Graded Course of Study for the Social Studies curriculum in all local school districts within the jurisdiction of the Fulton County Board of Education. This document meets the requirements of Section 3313.60, Revised Code of Ohio, which states that boards of education of county, exempted village, and city school districts shall prescribe a Graded Course of Study for all schools under their control, subject to the approval of the State Board of Education.

This Social Studies Graded Course of Study, having been considered by the Fulton County Board of Education, was approved for adoption on August 26, 1985.

Eugene W. Winfield
Superintendent

Dale E. Beck
President

## INTRODUCTION

The course of study contains a program philosophy, program goals, and subject matter objectives for use in planning and evaluating the Social Studies Program. The purpose of this document is to provide direction as to what is to be taught in the Social Studies Program. This is to ensure commonality and continuity within the local and county school districts. It gives parents and students an accurate description of the content that will be taught throughout the Social Studies Program.

In developing the course of study, the scope of the subject objectives was determined through research of the social studies professional literature, a consultant, and the year-long efforts of a committee. The objectives were placed in a K-12 sequence at the point where the objectives will be learned most effectively. Although the objectives are assigned at specified grade levels, the skills must be reinforced throughout the Social Studies Program.

The content of the body of knowledge in the Social Studies Program (K-6) is organized according to the concepts, generalizations, facts and vocabulary derived from the social sciences: history, geography, government and law, economics and careers, anthropology, sociology and social psychology, the humanities, and public education. The purpose of this organization is not to suggest that curriculum be structured according to these disciplines. It is solely to assist in the location of goals by the teachers and administrators. The Social Studies Program (7-12) is organized by course titles.

The subject objectives of the Social Studies Course of Study should be the basis for planning daily lessons and should be an integral part of the teacher's instructional efforts. For administrators, the subject objectives are to serve as the basis for planning courses and to provide meaningful specificity for teacher conferences and classroom observations.

In summary, this document contains the Social Studies Program philosophy, goals and subject objectives for grades K-12. It may be used to communicate to students, teachers, administrators, parents and community members, what is to be taught in Social Studies. It may also be used as an index or tool to evaluate the success of the district's efforts in Social Studies.

## Acknowledgements

The Social Studies Course of Study is the result of the professional efforts of representatives of the Fulton County School districts.

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## PHILOSOPHY OF EDUCATION AND GOALS

We believe that the purpose of the Fulton County Schools is to provide each student, regardless of race, creed, color or socio-economic status, the best education possible. Each child shall have the opportunity to progress in the development of his/her potential.

In a democracy, it is important that citizens reach their fullest potential in basic fundamental skills, emotional well being, social responsibility, human relations and vocational preparedness. We believe that every individual possesses a capacity and a will to develop those skills needed to participate in our democratic society.

Provisions for individual differences in abilities, needs, and interests must be met through a varied curriculum and a stimulating learning environment. The schools must work cooperatively and continuously, with the home and community, for the growth and well being of each child.

The goals of the Fulton County Schools are to develop in each student:

1. Basic skills in reading, writing, mathematics and other curriculum areas.

2. Study skills so he or she can acquire and record information, analyze facts and apply conclusions.

3. Intellectual curiosity and an eagerness for lifelong learning.

4. Skills in human relations so he or she can understand and accept oneself and others.

5. A belief that all people must be accorded respect, regardless of social, ethnic, cultural and religious background.

6. A knowledge of energy and resource conservation so there is a balance between a healthy environment and a sound economic system.

7. An ability to be a responsible citizen so that he or she will be a responsible family member, a good neighbor, loyal to the country, obey laws, and vote for responsible government.

8. A career decision process through knowledge of his or her self and the world of work.

9. Effective work habits and self discipline to instill an awareness and appreciation of the necessity and dignity of work.

10. Wise use of time, including constructive leisure pursuit.

## Social Studies Program Philosophy

Social studies is a basic subject of the K-12 curriculum. Social studies is concerned with human relationships and derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world. The content of social studies is drawn primarily from all the social sciences and the related disciplines, and, in some respects, from the humanities and science. Social studies is to be taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of learners. Thus, the social studies curriculum is concerned with the development of those skills, values, and attitudes that enable the individual to be a responsible member of a democratic society.

Although citizenship is a central mission of the entire K-12 curriculum, social studies education has a mandate shared with the community in regard to citizenship education. That mandate is to provide every American school child and adolescent with the opportunity to learn the knowledge and concepts, the abilities and skills, and the beliefs and values that are needed for competent participation in social, political, and economic life.

The planned teaching experiences in social studies should be in an intellectual environment with learning opportunities that foster intellectual, social, and emotional development at a pace and level that is commensurate with each student's unique blend of aptitudes, achievements, needs, learning styles and interests. Provisions should be made for remediation, enrichment, and acceleration.

## Social Studies Program Goals and Objectives

Program Goal I — Knowledge and Understanding

Program Goal I: Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences, namely,

History,
Geography,
Government and Law,
Economics and Careers,
Anthropology, Sociology and Social Psychology,
Humanities,
and Public Education.

Program Objective I:

I-1. Acquire knowledge of the social sciences.

I-2. Develop understanding of the social studies.

Program Goal II — Skills and Abilities

Program Goal II: Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences.

Program Objective II:

II-1. Locate, comprehend and arrange information.

II-2. Organize and use information

Program Goal III — Values and Beliefs

Program Goal III: Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs.

Program Objective III:

III-1. Reflect on our historical values.

III-2. Develop a personal set of beliefs.

Program Goal IV — Social Participation

Program Goal IV: Enable students to participate in activities in society as individuals and as members of groups.

Program Objective IV:

IV-1. Communicate personal beliefs.

IV-2. Contribute and participate while in groups.

IV-3. Accept and fulfill responsibilities associated with citizenship.

## Evaluation of the Social Studies Program

Evaluation provides a continuing process of determining and judging the Social Studies Program goals and objectives. This process includes assessment of both the Social Studies Program and individual student achievement. Subject objectives are to be assessed throughout the school year in every grade level or social studies course. Student evaluation may include daily, weekly, quarterly, semester or yearly assessment procedures including testing. Assessment of individual student achievement is a major responsibility of the classroom teacher. Program evaluation is a mutual, cooperative procedure involving local school district personnel and county school office personnel. Program evaluation results should provide a data base for future planning.

The process of evaluation is vital to meaningful and effective teaching and learning. Effective evaluation procedures provide teachers the means to assess their systematic planning and teaching efforts and to assess accurately student achievement of instructional objectives. Alternative methods for evaluating student learning must be utilized in recognition of different learning styles. There are many behavioral changes of students which may not be reliably measured. Yet, student evaluation is necessary to both the teacher and student, if instruction and learning are to be improved. Because of the wide range of student differences, the method of evaluation may be individualized or group oriented.

Through effective evaluation procedures:

- student strengths and weaknesses can be identified and assessed.
- teachers can plan and provide appropriate instructional strategies and materials to either remediate or extend the student's competency level.
- student growth and development can be determined.
- parents can be informed of student needs.

In the Fulton County Schools evaluation will:

- assess achievement of the objectives stated in the course of study.
- be a continuous process, utilizing a variety of evaluative techniques.
- provide a base for future planning.

Common evaluative techniques used by teachers in Fulton County Schools include:

- teacher made tests (written/oral)
- criterion-reference tests
- standardized tests
- checklists
- observation (directed/informal)
- student self-evaluation
- pupil-teacher conference
- inventories

Teachers are encouraged to use any of these and any other method which may be found appropriate and effective to serve the purpose of improving instruction and student learning.

## Social Studies Course of Study Revision

The Social Studies Course of Study will be subjected to constant scrutiny and will be formally reviewed every five (5) years. Professional staff members at all appropriate levels shall participate in the evaluation and revision process. This process and procedure will be coordinated by the Fulton County Office of Education.

SOCIAL STUDIES

KINDERGARTEN

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding -Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - know major holidays and special days. |
| | 1b. ECONOMICS - understand that we use money to buy things, goods and services. |
| | 1c. GEOGRAPHY - understand the concept of direction (left, right, up, down). |
| | 1d. GEOGRAPHY - know and recognize a map. |
| | 1e. GOVERNMENT - know the name of government leader(s) - e.g., U.S. President. |
| | 1f. HISTORY - know two historical events. |
| | 1g. PUBLIC EDUCATION - know the name of the building principal. |
| | 1h. SOCIAL PSYCHOLOGY - understand that no two people are exactly alike. |
| | 1i. SOCIOLOGY - know and use the term "family." |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |

KINDERGARTEN

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2a. demonstrate an example of a spatial relationship.<br>2b. follow directions.<br>2c. make simple comparisons. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3a. know one of our historical values is "freedom".<br>3b. understand the concept of personal choice.<br>3c. appreciate self. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and members of groups. | 4a. participate in songs, games, and dances found in a variety of cultures. |

SOCIAL STUDIES

GRADE 1

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding -Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - know major holidays and special days. |
| | 1b. ECONOMICS - understand that we use money to buy things, goods and services. |
| | 1c. GEOGRAPHY - understand the concept of direction (left, right, up, down). |
| | 1d. GEOGRAPHY - know and recognize a map. |
| | 1e. GOVERNMENT - know the name of government leader(s) - e.g., U.S. President. |
| | 1f. HISTORY - know two historical events. |
| | 1g. PUBLIC EDUCATION - know the name of the building principal. |
| | 1h. SOCIAL PSYCHOLOGY - understand that no two people are exactly alike. |
| | 1i. SOCIOLOGY - know and use the term "family." |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |

GRADE 1

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2a. demonstrate an example of a spatial relationship.<br>2b. follow directions.<br>2c. make simple comparisons. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3a. know one of our historical values is "freedom".<br>3b. understand the concept of personal choice.<br>3c. appreciate self. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and members of groups. | 4a. participate in songs, games, and dances found in a variety of cultures. |

SOCIAL STUDIES

GRADE 2

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - understand the roles and relationships of the extended family members (e.g., grandparents, aunts, uncles and cousins). |
| | 1b. ANTHROPOLOGY - know major holidays and special days, including President's Day and Memorial Day, and customs associated with them. |
| | 1c. CAREERS - know the career (occupation) of parents. |
| | 1d. ECONOMICS - understand that money can be saved in order to obtain future needs and wants (e.g., saving in a piggy bank). |
| | 1e. ECONOMICS - understand that a person can decide how to spend money (e.g., what to buy, since we can't buy everything). |
| | 1f. GEOGRAPHY - know reasons for development of maps (e.g., to help us locate places and landforms). |
| | 1g. GEOGRAPHY - know that the earth consists of land masses and water. |

GRADE 2

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1h. | GEOGRAPHY - know the name of major ocean areas (e.g., Atlantic, Pacific, Indian, Arctic). |
| | 1i. | GEOGRAPHY - understand that people in a neighborhood learn and share the same values, language, and habits (e.g., education, religion, speech patterns). |
| | 1j. | GEOGRAPHY - know the name of their city and state (e.g., Pettisville, Ohio). |
| | 1k. | GOVERNMENT - know the name of the current President and Vice-President. |
| | 1l. | GOVERNMENT - understand that the President is the highest leader in our country and the Vice-President is the second highest. |
| | 1m. | GOVERNMENT - understand that voting is a way to show how we feel about an issue or a person (e.g., voting for President). |
| | 1n. | HISTORY - know four historical events. |
| | 1o. | HISTORY - know the name of two historical figures and why they were important to U.S. history (e.g., George Washington, Abraham Lincoln). |
| | 1p. | HISTORY - recognize that the flag is a symbol of our country and the stars represent states. |

GRADE 2

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1q. HISTORY - know the significance of the stars on our flag. |
| | | 1r. LAW RELATED EDUCATION - identify the basic proposed characteristics of rules. |
| | | 1s. PUBLIC EDUCATION - know the name of the school principal, secretary and superintendent. |
| | | 1t. PUBLIC EDUCATION - understand schools have a formal structure including superintendents, principals, etc. |
| | | 1u. SOCIAL PSYCHOLOGY - understand that individuals are influenced by the group they interact with (e.g., peer pressure). |
| | | 1v. SOCIOLOGY - know that the family influences what we learn, how we feel and what we think. |
| | | 1w. SOCIOLOGY - know that all family groups are not the same (e.g., divorced family). |
| | | 1x. SOCIOLOGY - know the meaning of the words "patriotic" and "patriotism." |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |

GRADE 2

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2a. be able to use a map key (legend). |
| | 2b. know and identify directions on a map (e.g., north, south, east, west). |
| | 2c. know that a globe is a model of the earth. |
| | 2d. recognize different types of buildings in a neighborhood (e.g., houses, apartments, school, church, post office). |
| | 2e. recognize the different uses of land (e.g., playground, park, farm, and yard). |
| | 2f. name and know the function of public services in a community (e.g., fire department, police department). |
| | 2g. identify forms of mass communication or public media (e.g., radio, TV, newspapers, magazines, telephone). |
| | 2h. use the telephone, TV, or radio to locate information. |
| | 2i. predict consequences of having no rules in specific situations. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | |

GRADE 2

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3a. demonstrate respect for school rules. |
| | | 3b. value and respect the beauty of nature (e.g., Don't Pollute, Don't Litter). |
| | | 3c. understand and value friendships. |
| | | 3d. accept rules as necessary to guide behavior in school, home and community. |
| 4. | Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | | 4a. participate and lead in class citizenship activities (e.g., saying the pledge). |
| | | 4b. help formulate a set of rules developed for use in school. |

SOCIAL STUDIES

GRADE 3

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - know major holidays, including New Year's, and customs associated with it. |
| | 1b. CAREERS - understand everyone has an occupation which provides a means of living. |
| | 1c. ECONOMICS - understand advertising influences through the sale of goods. |
| | 1d. ECONOMICS - begin to know the services provided by banks. |
| | 1e. GEOGRAPHY - understand how to construct a simple graph, table and chart. |
| | 1f. GEOGRAPHY - understand how to read and relate information derived from pictures, charts, graphs and tables. |
| | 1g. GEOGRAPHY - identify common landforms - hills, mountains, and plains. |
| | 1h. GEOGRAPHY - identify coastline and peninsula. |
| | 1i. GEOGRAPHY - know how to locate North and South poles and understand the equator divides the earth. |

GRADE 3

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1j. GEOGRAPHY - identify the four major oceans - Atlantic, Pacific, Indian, and Arctic on a map or globe. Understand they make up the largest masses on earth. |
| | | 1k. GEOGRAPHY - know the difference between a flat and global map. |
| | | 1l. GEOGRAPHY - know the difference between city and state. |
| | | 1m. GEOGRAPHY - know the difference between street, highway and freeway. |
| | | 1n. GEOGRAPHY - know how to use a geography dictionary. |
| | | 1o. GEOGRAPHY - understand communities vary all over the world. |
| | | 1p. GEOGRAPHY - understand communities work together to solve problems. |
| | | 1q. GOVERNMENT - know the name of the current President, Vice-President, and one other government leader. |
| | | 1r. GOVERNMENT - understand the President is the highest leader in our country, the Vice-President is the second highest, and other leaders govern. |
| | | 1s. GOVERNMENT - know two ways we can show how we feel about an issue or a person (e.g., voting for president). |

GRADE 3

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1t. | GOVERNMENT - understand a voter has an influence on the outcome of any election. |
| | 1u. | GOVERNMENT - understand the mayor is the chief leader in a city. |
| | 1v. | GOVERNMENT - understand the governor is the chief leader in a state. |
| | 1w. | HISTORY - understand his/her family's origin is from different parts of the world and different from others (e.g., a family tree). |
| | 1x. | HISTORY - understand each person is an important part of his/her history. |
| | 1y. | HISTORY - understand ways that early settlers earned a living. |
| | 1z. | HISTORY - understand importance of museums and monuments. |
| | 1za. | HISTORY - understand Washington D.C. is our nation's capital. |
| | 1zb. | HISTORY - recognize a flag as a symbol of a country, ours and any other. |
| | 1zc. | HISTORY - know the significance of stripes on the flag. |
| | 1zd. | LAW-RELATED EDUCATION - know the difference between responsible behavior and irresponsible behavior in a given situation. |

GRADE 3

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1ze. | PUBLIC EDUCATION - know the name of school, principal and superintendent. |
| | 1zf. | PUBLIC EDUCATION - know that school, books, etc. are paid for by citizens. |
| | 1zg. | SOCIAL PSYCHOLOGY - understand emotions that influence a person's behavior. |
| | 1zh. | SOCIOLOGY - understand functions of families vary among different cultures. |
| 2. Skills and Abilities - Enable students to develop acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | 2a. | read a map including the use of key or legend. |
| | 2b. | identify directions other than on a map (e.g., within classroom). |
| | 2c. | identify directions on a map (N, S, E, W, NE, SW, etc.). |
| | 2d. | observe and describe responsibilities to self and responsibilities to others. |
| | 2e. | accept responsibility as the necessary guide for behavior at school, home and community. |

GRADE 3

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| | 2f. | orally recite (and write) the pledge to the flag, under teacher's direction, with dignity. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | 3a. | value patriotism and patriotic acts. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | | |
| | 4a. | be involved in a social participation project that will benefit the school and its student body in some way (e.g., label collection for redemption, mock election, etc.) |

SOCIAL STUDIES

GRADE 4

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding--Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - know that anthropology is the study of humankind in all our physical and cultural aspects. |
| | 1b. ANTHROPOLOGY - know that anthropologists attempt to study human nature scientifically through careful observation of how people behave in different cultures. (Margaret Mead) |
| | 1c. ANTHROPOLOGY - understand that all peoples possess culture unique in the pattern of life within a community or society, regardless of its degree of complexity. |
| | 1d. ANTHROPOLOGY - know major holidays and special days including President's Day, Memorial Day, New Year's Day, Martin Luther King Day, Independence Day, Labor Day, Veterans Day and custom of Inauguration Day. |

GRADE 4

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1e. CAREERS - understand that people always have prepared themselves for occupations in order to earn a living, but most people change occupations during their lifetime. |
| | 1f. ECONOMICS - know the meanings of the word "business" as used in various contexts - trade, barter, etc. |
| | 1g. GEOGRAPHY - know the major land features which characterize the earth's surface (mountains, hills, plateaus, plains) as well as ocean terms (gulfs, bays, etc.) |
| | 1h. GEOGRAPHY - know the geography of Ohio which includes waterways, interstates, and location of major cities. |
| | 1i. GEOGRAPHY - know factors which determine or define Ohio (physical boundaries, land features). |
| | 1j. GEOGRAPHY - know what natural resources contributed to the development of Ohio. |
| | 1k. GEOGRAPHY - know Ohio's major cities. |
| | 1l. GOVERNMENT - know that the United States of America is a democracy where the individual is responsible for his/her own behavior, for the benefit of society and to him/herself. |

GRADE 4

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1m. | GOVERNMENT - know that the President and Vice President are the chief national executives and the Governor and the Lieutenant Governor are the chief state executors. |
| | 1n. | HISTORY - know about explorers to the New World, such as Columbus, Cabot, Cortes, Estevan, Coronado, Cartier, and LaSalle. |
| | 1o. | HISTORY - know about the exploration and settlement of New Spain, New France, etc. |
| | 1p. | HISTORY - know about the development of colonies in the New World. |
| | 1q. | HISTORY - understand why people immigrated to cities in the United States from the Old World. |
| | 1r. | HISTORY - understand how and why American cities grew. |
| | 1s. | HISTORY - know incidents and concepts important to Ohio history. |
| | 1t. | HISTORY - know influential and important individuals who helped shape Ohio's history and how each contributed to development in the region. |
| | 1u. | PUBLIC EDUCATION - understand that schools have to achieve a specific end -- the education of children. |

GRADE 4

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1v. | PUBLIC EDUCATION - study the early American school format. |
| | 1w. | SOCIOLOGY - understand that emotions are responses or reactions to what is happening in and around a person. |
| | 1x. | SOCIOLOGY - know that sociology is about many things he/she has experienced, or will experience as a member of a family, neighborhood, school group, society, etc. |
| | 1y. | SOCIOLOGY - know about rebellions against established rules, laws, etc. (e.g., Pilgrims, Puritans, Quakers). |
| | 1z. | SOCIOLOGY - know about problems of cities (housing, welfare, etc.). |
| | 1za. | SOCIOLOGY - understand the need for urban renewal. |
| | 1zb. | SOCIOLOGY - understand what social services do for people. |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | 2a. | be able to locate our nation's capital on a map. |
| | 2b. | be able to use a global map. |

GRADE 4

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2c. understand map symbols. |
| | | 2d. be able to follow routes on a map. |
| | | 2e. be able to locate countries on a map. |
| | | 2f. be able to use an Ohio map key. |
| | | 2g. be able to measure approximate distance between two cities on a map. |
| | | 2h. know how to use a globe. |
| | | 2i. know how to use the geography dictionary to find Ohio history related terms. |
| | | 2j. know how to make a time line. |
| | | 2k. be able to compare early travel and communication with that of today. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | |
| | | 3a. recognize and respect the flag of the State of Ohio. |
| | | 3b. recognize other American symbols, namely, Statue of Liberty, The Liberty Bell, The Star Spangled Banner, Pledge of Allegiance. |

GRADE 4

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3c. correctly handle the American and Ohio flags and know how to correctly display them. |
| | | 3d. investigate the beauty of our land in order to appreciate it. |
| | | 3e. be aware of the need to conserve natural resources and to protect wildlife. |
| | | 3f. value the contribution of people of various ethnic origins which includes Black, White, American Indian, Spanish, Oriental. |
| | | 3g. recognize the rights of others. |
| | | 3h. form respect for other cultures. |
| 4. | Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | | 4a. be involved in a social participation project that will benefit the school and its student body in some way (e.g., label collection for redemption, item sales, hall displays, mock elections, etc.). |
| | | 4b. respect and/or recite the "Pledge of Allegiance", in a dignified manner, in a group participation situation. |

GRADE 5

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. ANTHROPOLOGY - understand that all people possess a culture unique within a community or society. |
| | 1b. ANTHROPOLOGY - know that the new world cultures include those native to North and South America. |
| | 1c. ANTHROPOLOGY - know that human population changed from hunters to farmers/herders. |
| | 1d. CAREERS - understand that skills may be gained through academic and/or on-the-job training. |
| | 1e. ECONOMICS - understand scarcity and how humans have responded or might respond by using resources, choices, wants, needs, spending and cost. |
| | 1f. GEOGRAPHY - know the geography and geopolitical regions and subdivisions of the United States (e.g., names and locations of states and their capitals). |

GRADE 5

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1g. GOVERNMENT - know that the American Federal Government has 3 branches- Executive, Legislative and Judicial. And, understand their basic powers and functions. |
| | | 1h. GOVERNMENT - know that the American government system has three levels: Federal, State and Local. |
| | | 1i. GOVERNMENT - understand that the Bill of Rights attempts to guarantee the rights and liberties of U.S. citizens. |
| | | 1j. GOVERNMENT - identify the characteristics of good law. |
| | | 1k. GOVERNMENT - identify at least three (3) responsibilities an adult will acquire. |
| | | 1l. HISTORY - understand the origin of North American Indian cultures. |
| | | 1m. HISTORY - understand the major characteristics of early peoples of North America (e.g., Plains Indians, Pueblo Indians, Mound Builders). |
| | | 1n. HISTORY - understand the process whereby the theory of circumnavigation came to be plus the search for a passageway through North America. |
| | | 1o. HISTORY - understand the exploration of North America by competing countries. |

GRADE 5

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1p. | HISTORY - understand the political, social, economic and religious factors that influenced English colonization of North America. |
| | 1q. | HISTORY - understand that many colonists came as indentured servants. |
| | 1r. | HISTORY - understand the Puritan influence on colonial development. |
| | 1s. | HISTORY - know some of the actions taken by Britain to control colonies. |
| | 1t. | HISTORY - understand the reasons for the American rebellion. |
| | 1u. | HISTORY - be aware of the role the Declaration of Independence played in establishing the U.S. as a new government. |
| | 1v. | HISTORY - understand the process which created the Constitution of the United States. |
| | 1w. | HISTORY - understand the process which brought about the Bill of Rights. |
| | 1x. | HISTORY -know that every part of the United States has been a frontier at one time. |
| | 1y. | HISTORY - know that the Louisiana Purchase added a large area to the United States. |

GRADE 5

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1z. | HISTORY - study the fact that conflicts developed between the white man and the Indians because of efforts to relocate and set aside areas for their settlement. |
| | 1za. | HISTORY - recognize that the depletion of the Plains Indians population was due to various factors (e.g., slaughter of buffalo, disease, invention of the six-shooters, etc.) |
| | 1zb. | HISTORY - study the Lewis and Clark expedition. |
| | 1zc. | HISTORY - recognize that westward expansion occurred because of the development of railroads, mining, the cattle industry and the discovery of gold in California. |
| | 1zd. | HISTORY - recognize the growth of the West resulted in several states being added to the Union. |
| | 1ze. | HISTORY - be aware of the addition of the Southwest Territory through the Texan's fight for independence as well as the peace treaty with Mexico. |
| | 1zf. | HISTORY - develop the understanding that slavery was an integral part of the Southern economy and that abolitionists caused widespread reactions. |

GRADE 5

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zg. | HISTORY - study the social, political, and economic differences between the North and South. |
| | 1zh. | HISTORY - understand the advantages held by the North and South at the outbreak of the Civil War. |
| | 1zi. | HISTORY - recognize the role some of the major personalities of this period (e.g., Lincoln, Grant, Lee, etc.) and how they affected the outcome of the Civil War. |
| | 1zj. | HISTORY - know that the Emancipation Proclamation affected Negroes' social, economic and political life. |
| | 1zk. | HISTORY - understand that Northern conservatives wanted to punish the South after the Civil War. |
| | 1zl. | HISTORY - know that the population of cities grew faster than that of the rural areas after the Civil War. |
| | 1zm. | HISTORY - know that population growth resulted from massive immigration. |
| | 1zn. | HISTORY - study the several factors that contributed to the increased productivity and mechanization of American farming. |
| | 1zo. | HISTORY - understand that social problems resulted from the Industrial Revolution. |

GRADE 5

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zp. HISTORY - study the many forms of transportation developed following the population growth period. |
| | | 1zq. HISTORY - study the many forms of communication developed during the population growth period (e.g., postal system, telegraph, telephone). |
| | | 1zr. PUBLIC EDUCATION - know the development of the public education system in American history. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | | 2a. be able to acquire and practice use of map tools (e.g., map legend, compass points, scale, graphs, charts, etc.). |
| | | 2b. be able to locate major mountain ranges, lakes and river systems of the U.S. |
| | | 2c. formulate hypothesis concerning the necessity for laws in given situations. |
| | | 2d. formulate alternatives in discriminating situations. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | |

GRADE 5

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3a. understand the belief that decision-making determines the well-being of the individual or a society. |
| | 3b. study the Western democratic theory of concern for human rights. |
| | 3c. affirm a belief in the importance of good laws. |
| | 3d. accept differences in the opinions of others about responsibility. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | 4a. understand that voting and our political party system are ways of effecting concensus in our society. |
| | 4b. participate in a social participation project that will benefit the school and student body. |
| | 4c. participate in classroom activities related to laws. |
| | 4d. participate in proposing solutions to problems involving conflicting responsibilities. |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| | | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | | |
| | 1a. | ANTHROPOLOGY - know social scientists use fossil evidence to speculate about early man. |
| | 1b. | ANTHROPOLOGY - know social scientists revise their theories as new evidence becomes available. |
| | 1c. | ANTHROPOLOGY - understand the technology (tools) plus mental and physical skills that man has developed. |
| | 1d. | ANTHROPOLOGY - understand material culture as a measurement of change for anthropologists. |
| | 1e. | CAREERS - know options of career opportunities available. |
| | 1f. | ECONOMICS - know "scarcity," "opportunity," "cost" and "standard of living" are economic concepts. |
| | 1g. | ECONOMICS - understand that poverty is a complex of smaller social problems such as: unemployment, education, and living conditions. |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1h. | ECONOMICS - understand the conditions of poverty and its effect on people's lives. |
| | 1i. | HISTORY - understand the factors that are believed to have contributed to the development and decline of particular civilizations. |
| | 1j. | GEOGRAPHY - understand the reasons for the importance of conventional or standardized systems for classifying geographic information (e.g., volume, scope, and detail of information). |
| | 1k. | GOVERNMENT - identify at least three responsibilities one is likely to acquire as an adult. |
| | 1l. | HISTORY - know times and regions in world history where major civilizations have developed. |
| | 1m. | HISTORY - know factors associated with the Industrial Revolution in the Western World (e.g., technological innovation, exploration, exploitation of human and natural resources). |
| | 1n. | HISTORY - know elements which define a civilization (e.g., arts, literature, technology, agriculture, architecture, institutions, military strength, and the role of the individual). |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1o. | HISTORY - understand the principal contributions of major civilization to the development of our modern world civilization. |
| | | 1p. | HISTORY - understand the factors that are believed to have contributed to the development and decline of particular civilizations. |
| | | 1q. | PUBLIC EDUCATION - understand that the area of social studies as an occupational and vocational choice has a variety of potential possibilities (e.g., public school teacher). |
| | | 1r. | SOCIOLOGY - compare and contrast non-modern and modern society characteristics. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | | 2a. | investigate and examine patterns of pursuing a question, finding evidence and developing a theory. |
| | | 2b. | determine whether and in what ways a society is modern or non-modern. |
| | | 2c. | determine the material culture of society by investigating its values and beliefs. |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2d. | investigate and examine factors generally constraining consumer choices (e.g., extent of consumer's available resources). |
| | | 2e. | formulate alternatives in decision-making situations. |
| | | 2f. | investigate and examine the relationship between the technology of a society and a number and writing system. |
| | | 2g. | determine historical conflicts and factors contributing to current world situations. |
| | | 2h. | investigate and examine current events data (newspapers, television, radio, magazines, etc.) to locate, comprehend and arrange information (e.g. pertaining to public education). |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | | 3a. | reflect on values influencing one's choices, judgements, attitudes and behaviors. |
| | | 3b. | distinguish value statements from statements which describe or define (e.g., advertising, editorials). |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3c. | reflect on reasons for discrimination in occupations (e.g., race, sex, etc.). |
| | 3d. | know that democratic societies are those where individuals ideally assume responsibility for their own behavior. |
| | 3e. | value voting as a method of exercising political rights and resolving conflicts. |
| | 3f. | develop a set of personal beliefs by evaluating values and beliefs of other societies and foundations for their own society's values and beliefs. |
| | 3g. | develop a set of personal beliefs by constructively resolving value conflicts through knowledge clarifications of assumptions and establishment of priorities. |
| | 3h. | accept responsibility of citizenship by formulating alternatives in decision-making situations. |
| | 3i. | develop a set of personal beliefs clarification of assumptions and establishment of priorities. |
| | 3j. | develop a set of personal beliefs by accepting differences in the opinions of others about responsibilities. |

GRADE 6

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3k. reflect on historical values of societies studied to determine foundations for those values. |
| | | 3l. reflect on the many different and valid interpretations of history based on the author's perception and "world view." |
| | | 3m. determine historical conflicts and factors contributing to current world situations. |
| | | 3n. reflect on the historical value of older persons in a given society and the reasons for changes in these values. |
| 4. | Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | | 4a. communicate personal beliefs on topics being explored through discussion, debate, reports, etc. |
| | | 4b. contribute and participate in groups by listening and accepting all points of view before arriving at a solution. |
| | | 4c. accept responsibility of citizenship by demonstrating the ability to accept responsibilities within the classroom. |

GRADE 6

| | PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|---|
| 4. | Social Participation - Enable students to participate in activities in society as individuals and members of groups. | 4d. | accept responsibility of citizenship by participating in helping propose solutions to problems involving conflicts. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. understand the influence Ohio's geography has had on its history. |
| | 1b. explain the effects of glaciation on the physical features of Ohio. |
| | 1c. explain the influence of Ohio's climate on its people, its industries, and its agricultural products. |
| | 1d. know the significant theories and findings regarding the origins and pre-history of Ohio. |
| | 1e. show how historic Indian culture was changed by contact with the whites. |
| | 1f. list reminders of our Indian heritage that can be seen in Ohio today. |
| | 1g. describe the hardships faced by the early explorers and frontiersmen who explored the Ohio country. |
| | 1h. list and explain the causes and results of the French and Indian War in Ohio. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1i. | describe the part Ohio played in the Revolutionary War. |
| | 1j. | explain the importance of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 to the settlement and development of Ohio. |
| | 1k. | describe pioneer life in Ohio. |
| | 1l. | explain how the Indian campaigns helped in the development of Ohio. |
| | 1m. | explain how Ohio became a state. |
| | 1n. | show how the War of 1812 was important to the development of Ohio. |
| | 1o. | explain what part Ohio played in the anti-slavery movement and the Civil War. |
| | 1p. | describe every day life in Ohio between 1820-1850. |
| | 1q. | cite the significant contributions Ohioans have made in art, literature, science, sports, politics, music and education. |
| | 1r. | cite the contributions Ohio has made to the economy of the nation and the world. |
| | 1s. | list the natural resources found in Ohio and show how they are used. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1t. explain the progression of transportation and communication in Ohio and their impact on Ohio's growth. |
| | | 1u. identify the three levels of public education in Ohio and relate the type and purpose of the institution (elementary, secondary and college). |
| | | 1v. explore the problems Ohio faces in the twentieth century. |
| | | 1w. identify Ohio's symbols and explain their meanings. |
| | | 1x. explain how various religions, ethnic, and racial groups have contributed to Ohio's diversified culture. |
| | | 1y. know that there are three levels of government; federal, state, and local and explain their function. |
| | | 1z. identify the three branches of state government, their officials, duties and services. |
| | | 1za. describe the function, duties, services and officers of local government. |
| | | 1zb. summarize the process by which a bill becomes a law. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zc. identify your state senate and congressional district and state senator and congressman. |
| | | 1zd. explain how governments obtain their money to operate. |
| | | 1ze. know the steps involved in processing juvenile offenses, agencies involved, and alternatives available for disposition of cases. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | | 2a. name and locate the geographic regions of Ohio. |
| | | 2b. locate and identify Ohio's major cities and explain their importance to Ohio's development. |
| | | 2c. show how the historic Indians can be grouped by tribe, language, and territory of influence in Ohio. |
| | | 2d. know the chronology and location of the early forts and settlements in Ohio. |
| | | 2e. trace the development of Ohio constitution. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2f. | practice skimming, locating main idea, and reading to answer questions. |
| | 2g. | use information to draw conclusions, offer solutions to problems, clarify issues, and make predictions. |
| | 2h. | use and organize research materials including newspapers, magazines, maps, graphs, and books to acquire information. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | 3a. | demonstrate the fact that democratic government in a republic is based on individual responsibility and participation. |
| | 3b. | develop an appreciation of the values of others through discussion and study of examples in Ohio history and government. |
| | 3c. | communicate and cooperate with others by presenting individual views orally and in writing to individuals and groups. |
| | 3d. | recognize that self satisfaction is an important reward for a job well done. |

GRADE 7-OHIO HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | 3e. | understand how feelings, family, culture, institutions, secularization, and information from other sources affect decision-making. |
| 4. | Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | 4a. | demonstrate respect for the rights of others by taking part in group projects. |
| | | 4b. | compose questionnaires, take polls, and write to senators and representatives concerning state and local issues. |
| | | 4c. | discuss the idea of accountability for one's actions in various situations. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. define kinds of geography - physical and cultural. |
| | 1b. know terms for measuring distance and direction. |
| | 1c. understand ways in which maps illustrate geographic variables and their relationships. |
| | 1d. be able to distinguish among various map projections and discuss how map projections distort perceptions of relationships on the earth. |
| | 1e. distinguish between latitude and longitude. |
| | 1f. recognize the relationship of time zones to longitude. |
| | 1g. understand the earth's position in the universe and how its movement relates to time. |
| | 1h. identify the following land masses: continent, country, island, isthmus, peninsula, delta, and archipelago. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1i. | identify the following land forms: mountains, valley, plain, volcano, plateau, highland, and desert. |
| | | 1j. | understand that physical forces are constantly changing the earth. |
| | | 1k. | identify water features, including oceans, seas, delta, tributary, river, lake, gulf, bay, strait and lagoon. |
| | | 1l. | describe ocean features, including shelf, slope, trench, current, tide and wave. |
| | | 1m. | become aware of the problems of water quality, water pollution and water supply. |
| | | 1n. | define climate. |
| | | 1o. | identify the major factors that influence climate patterns. |
| | | 1p. | form generalizations about the relationship of climate to vegetation and animal life. |
| | | 1q. | know the meaning of terms commonly used to describe weather. |
| | | 1r. | explain how climate affects human life. |
| | | 1s. | be able to identify and locate the natural resources of a region and explain their importance. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | SUBJECT OBJECTIVES | |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1t. | identify the sources of energy and understand the problems of their use and abuse. |
| | 1u. | show how humans have altered the environment in order to meet their needs. |
| | 1v. | define agriculture. |
| | 1w. | explain how world food needs are met. |
| | 1x. | understand world population distribution and the factors which influence it. |
| | 1y. | describe the services which cities provide. |
| | 1z. | understand the various meanings of community. |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | 2a. | locate the boundaries of specific land masses. |
| | 2b. | orient a map and note direction. |
| | 2c. | use a map scale to measure distance. |
| | 2d. | classify different types of maps and their use. |
| | 2e. | use a road map to find distance and route to a specific destination. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2f. | use latitude and longitude to locate places on the globe. |
| | | 2g. | use a grid map to locate a specific place. |
| | | 2h. | construct a simple map. |
| | | 2i. | interpret and use graphs, charts, and tables. |
| | | 2j. | use an atlas to locate specific locations and information. |
| | | 2k. | use a map legend to interpret information. |
| | | 2l. | use parts of a book to find information: index, glossary, table of contents. |
| | | 2m. | use appropriate sources of information for reports 0 books, encyclopedias, dictionaries, magazines, newspapers, and audio visuals. |
| | | 2n. | prepare a bibliography for reports. |
| | | 2o. | take notes for study and research purposes. |
| | | 2p. | locate the major water bodies and land masses of the world. |
| | | 2q. | classify each climate region according to its location in the world. |
| | | 2r. | formulate possible solutions for keeping food supply and population growth in balance. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | SUBJECT OBJECTIVES | |
|---|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2s. | name and locate the largest cities of the world. |
| | 2t. | classify urban areas according to size. |
| | 2u. | locate and identify the specific geopolitical regions of the world and describe their physiographic features, climate, vegetation, natural resources, industries, government, cultural heritage and their problems. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | 3a. | develop an awareness of the importance of preserving our environment and conserving our natural resources. |
| | 3b. | develop an awareness of our local and global responsibility in a rapidly changing world. |
| | 3c. | learn to value the contribution of various cultural groups to the world community. |
| | 3d. | be aware that change is a continuous process that will influence both the individuals and environment. |

GRADE 7-WORLD GEOGRAPHY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | 3e. become aware that their own feelings, thoughts and abilities are in continuous growth. |
| 4. Social Participation - Enable students to participate in activities in society and as members of groups. | |
| | 4a. give oral reports expressing opinions on issues. |
| | 4b. work in groups to find information and contribute to class projects. |
| | 4c. keep informed on world issues. |
| | 4d. work independently and in a group to explore possible solutions to local and world problems. |
| | 4e. take part in a social participation project which would involve contemporary global issues. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. identify historically significant places and events and the contributions of men, women, minorities, and ethnic groups. |
| | 1b. understand the basic concept of cause and effect. |
| | 1c. demonstrate a knowledge of current events. |
| | 1d. DISCOVERY AND EXPLORATION - have knowledge of conflicting ambitions of the English, French, and Spanish in North America. |
| | 1e. DISCOVERY AND EXPLORATION - understand the significance of the defeat of the Spanish Armada. |
| | 1f. DISCOVERY AND EXPLORATION - have knowledge of the factors responsible for European exploration of North America. |
| | 1g. DISCOVERY AND EXPLORATION - have knowledge of the various European claims in North America. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1h. COLONIAL HISTORY - have an understanding of social, economic, and political motivations for British migration to America. |
| | | 1i. COLONIAL HISTORY - identify New England, middle and southern colonies. |
| | | 1j. COLONIAL HISTORY - have knowledge of the sectional differences in colonial society. |
| | | 1k. AMERICAN REVOLUTION - understand the cause and effect relationship between Britain's victory over France in 1763 and its dealings with its own American colonies. |
| | | 1l. AMERICAN REVOLUTION - have knowledge of actions taken by Britain in an effort to maintain control over her American colonies. |
| | | 1m. AMERICAN REVOLUTION - understand the cause and effect relationship between propaganda and war. |
| | | 1n. AMERICAN REVOLUTION - have knowledge of some of the reasons for the American rebellion as stated in the Declaration of Independence. |
| | | 1o. AMERICAN REVOLUTION - have knowledge of advantages and disadvantages of Americans and British. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1p. | EXPANSION OF THE FRONTIER - understand that every part of the United States has been a frontier at some time. |
| | 1q. | EXPANSION OF THE FRONTIER - have knowledge of the major factors involved in the westward movement. |
| | 1r. | EXPANSION OF THE FRONTIER - identify the characteristics of the Old Northwest. |
| | 1s. | EXPANSION OF THE FRONTIER - understand the circumstances surrounding U.S. acquisition of territories in North America. |
| | 1t. | NATIONALIZATION - understand the significance of the Treaty of Paris, 1783. |
| | 1u. | NATIONALIZATION - have knowledge of major arguments espoused by federalists and anti-federalists concerning design and function of American government. |
| | 1v. | NATIONALIZATION - understand weaknesses of government under Articles of Confederation. |
| | 1w. | NATIONALIZATION - have knowledge of some of the constitutional compromises. |
| | 1x. | NATIONALIZATION - understand the growth of nationalism in the United States. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1y. | NATIONALIZATION - understand how/why social participation in the democratic process increased. |
| | 1z. | CIVIL WAR AND RECONSTRUCTION - understand how the social, political, and economic differences between North and South led to the Civil War. |
| | 1za. | CIVIL WAR AND RECONSTRUCTION - know the major advantages and disadvantages of the North and South at the outbreak of the Civil War. |
| | 1zb. | CIVIL WAR AND RECONSTRUCTION - have knowledge of some characteristics of the institution of slavery. |
| | 1zc. | CIVIL WAR AND RECONSTRUCTION - understand the military strategies used by North and South. |
| | 1zd. | CIVIL WAR AND RECONSTRUCTION - have knowledge of the social, political, and economic effects of the Civil War. |
| | 1ze. | CIVIL WAR AND RECONSTRUCTION - understand the original purpose of reconstruction. |
| | 1zf. | CIVIL WAR AND RECONSTRUCTION - understand the characteristics of Radical Reconstruction. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zg. | CHANGING AMERICA - have knowledge of the reasons for America's industrial growth. |
| | 1zh. | CHANGING AMERICA - identify the characteristics of mass production. |
| | 1zi. | CHANGING AMERICA - have knowledge of the problems (and accompanying reform movements) which were an outgrowth of the Industrial Revolution. |
| | 1zj. | CHANGING AMERICA - understand the history and organization of labor unions. |
| | 1zk. | CHANGING AMERICA - have knowledge of the effects of industrialization on agriculture. |
| | 1zl. | CHANGING AMERICA - have knowledge of reasons for immigration to America and the economic and social implications of it. |
| | 1zm. | CHANGING AMERICA - describe the characteristics of the Great Depression. |
| | 1zn. | IMPERIALISM - understand that imperialism of the nineteenth century was characterized by U.S. expansion of its interests and territorial acquisitions. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | lzo. IMPERIALISM - have knowledge of the circumstances surrounding acquisition of United States territories outside the continental United States. |
| | lzp. CONFLICT - have knowledge of the American reaction to outbreak of World War I. |
| | lzq. CONFLICT - identify the reasons for American involvement in World War I. |
| | lzr. CONFLICT - understand that World War I was the first war of global scope in world history. |
| | lzs. CONFLICT - have knowledge of the results of the war and how the unsolved problems in European nations may have helped to precipitate World War II. |
| | lzt. CONFLICT - identify the reasons for American involvement in World War II. |
| | lzu. CONFLICT - understand the effects of conflict on American policies, institutions, technology, values and lifestyles. |
| | lzv. COLD WAR AND DETENTE - identify the characteristics of the international political situation which existed at the end of World War II. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zw. COLD WAR AND DETENTE - understand the American policy of "Communist Containment." |
| | | 1zx. COLD WAR AND DETENTE - have knowledge of the purpose for and responsibilities of the United Nations. |
| | | 1zy. COLD WAR AND DETENTE - have knowledge of American involvement in affairs of other nations and the consequences of that involvement. |
| | | 1zz. COLD WAR AND DETENTE - identify the characteristic of the foreign policy of detente as it developed in the 1960's and 1970's. |
| | | 1zza. COLD WAR AND DETENTE - compare and contrast capitalism with communism. |
| | | 1zzb. DISSENT AND CHANGE - understand how Soviet - U.S. rivalry affected the development of American technology and science. |
| | | 1zzc. DISSENT AND CHANGE - identify ways in which various organized minorities are attempting to increase their influence. |
| | | 1zzd. DISSENT AND CHANGE - give examples of the idealism of the early 1960's (i.e., Peace Corps). |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zze. DISSENT AND CHANGE - have knowledge of the social, political, and economic implications of American involvement in Viet Nam. |
| | 1zzf. DISSENT AND CHANGE - have knowledge of the awakening of Americans toward political corruption and abuses of power in the late 1960's and 1970's. |
| | 1zzg. CURRENT AFFAIRS - have knowledge of the rights and responsibilities of citizenship. |
| | 1zzh. CURRENT AFFAIRS - understand the role of the news media in a free society. |
| | 1zzi. CURRENT AFFAIRS - understand the various political labels used to identify individuals and/or groups based on their opinions and beliefs (i.e., radical, conservative, etc.). |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | 2a. organize class notes/resource materials. |
| | 2b. use and evaluate sources of historical information. |
| | 2c. be able to decode and interpret maps. |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2d. be able to locate and label on a map. |
| | 2e. be able to interpret charts and graphs. |
| | 2f. demonstrate an understanding of the basic concept of chronology. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | |
| | 3a. value the principles expressed in the Declaration of Independence. |
| | 3b. value the rights guaranteed and protected by the Bill of Rights. |
| | 3c. be able to defend a viewpoint or argument regarding the institution of slavery. |
| | 3d. form and express an opinion regarding use of atomic/nuclear warfare. |
| | 3e. express an opinion regarding the superiority of one system (capitalism/communism over the other). |
| | 3f. value the rights and responsibilities of citizenship. |
| | 3g. form and express opinions regarding issues of the day. |
| 4. Social Participation - Enable students to | |

GRADE 8-AMERICAN HISTORY

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| participate in activities in society as individuals and as members of groups. | |
| | 4a. be able to research and share personal and/or community ancestry. |
| | 4b. take part in an activity which demonstrates participation in the democratic process. |

AMERICAN GOVERNMENT-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. know and understand important government concepts. |
| | 1b. define important government terms. |
| | 1c. understand that the Constitution applies to everyone, regardless of race, sex, religion. |
| | 1d. gain an understanding of the term - government. |
| | 1e. know the history of political thought and ideology, including: A. major political philosophies and theories-past and present; B. know the forms of government used in America's past. |
| | 1f. compare and contrast major political and governmental systems, including: A. Presidential; B. Parliamentary; C. One-Party. |

AMERICAN GOVERNMENT-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1g. | understand the structure and basic principles of American government, including: A. the United States Constitution's principles of: 1. popular sovereignity; 2. limited government; 3. separation of powers; 4. checks and balances; 5. judicial review; 6. federalism. |
| | 1h. | understand government at state and local levels. |
| | 1i. | understand the characteristics and major functions of political parties in the American system of government both past and present. |
| | 1j. | gain a knowledge of the election process in the U.S., and the machinery involved, including: A. public opinion polls; B. political party conventions; C. our system of national primaries; D. the requirements for informed, responsible voter decisions. |
| | 1k. | understand the meaning of the term "pressure group," the purposes for which they may form, and the influence they exert in the political process. |
| | 1l. | know that domestic issues and international relations affect the lives of "common people" both in the past and today. |
| | 1m. | demonstrate an understanding of the U.S. taxation system. |

AMERICAN GOVERNMENT-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | 2a. demonstrate a working knowledge of the text. |
| | 2b. learn to read and interpret: 1. maps; 2. graphs; 3. charts; 4. tables; 5. diagrams; 6. case studies. |
| | 2c. compare and contrast political systems, etc. |
| | 2d. analyze various systems of government. |
| 3. Values and Beliefs - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | 3a. learn the values and beliefs that helped shape our system of government. |
| | 3b. explore their own values and beliefs about present systems of government. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |

AMERICAN GOVERNMENT-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 4. Social Participation - Enable students to participate in activities in society as individuals and members of groups. | 4a. take opinion polls, hold mock elections, and explore other ways of simulating systems of government. |
| | 4b. work in groups on various tasks. |
| | 4c. take an active part in classroom activities. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. know the definition and purposes of history. |
| | 1b. understand the interrelation between World History, Western Civilization, and American History. |
| | 1c. know important historical facts. |
| | 1d. be able to define historical vocabulary terms. |
| | 1e. identify important historical figures. |
| | 1f. understand important concepts in history. |
| | 1g. understand that both sexes and many minorities played important parts in American History. |
| | 1h. PRE-DISCOVERY, DISCOVERY, AND EXPLORATION PERIODS - know some migration theories of how America became populated. |
| | 1i. PRE-DISCOVERY, DISCOVERY, AND EXPLORATION PERIODS - identify similarities and differences of various native Americans. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1j. | PRE-DISCOVERY, DISCOVERY, AND EXPLORATION PERIODS - understand the reasons for European exploration (political/economic/inventions), and colonization. |
| | 1k. | COLONIAL ERA AND THE AMERICAN REVOLUTION - identify the major colonial powers (Britain/France/Spain) and know some major aspects of important New World colonies. |
| | 1l. | COLONIAL ERA AND THE AMERICAN REVOLUTION - understand the French and Indian War and its effects on relationship between Britain and her colony. |
| | 1m. | COLONIAL ERA AND THE AMERICAN REVOLUTION - list the events leading to the American Revolution. |
| | 1n. | COLONIAL ERA AND THE AMERICAN REVOLUTION - analyze the impact of the Declaration of Independence. |
| | 1o. | COLONIAL ERA AND THE AMERICAN REVOLUTION - know the important personalities and battles of the Colonial and Revolutionary era. |
| | 1p. | NATIONALIZATION PERIOD - describe conditions under the Articles of Confederation Period. |
| | 1q. | NATIONALIZATION PERIOD - explain the compromises of the Constitutional Conventions. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1r. | NATIONALIZATION PERIOD - list the major characteristics and limitations of the American government provided by the Constitution. |
| | 1s. | NATIONALIZATION PERIOD - characterize Washington's presidency and understand its significance. |
| | 1t. | NATIONALIZATION PERIOD - know the early foreign and domestic affairs that added to the growth of the United States in size and power. |
| | 1u. | NATIONALIZATION PERIOD - explain the development of political parties. |
| | 1v. | NATIONALIZATION PERIOD - describe Jacksonian Democracy. |
| | 1w. | CIVIL WAR AND RECONSTRUCTION - list the differences between the North and the South. |
| | 1x. | CIVIL WAR AND RECONSTRUCTION - understand the compromises that delayed conflict. |
| | 1y. | CIVIL WAR AND RECONSTRUCTION - know the major battles and personalities of the Civil War. |
| | 1z. | CIVIL WAR AND RECONSTRUCTION - analyze the causes and effects of the Civil War. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1za. | CIVIL WAR AND RECONSTRUCTION - explain the impact of the Emancipation Proclamation on slavery. |
| | 1zb. | CIVIL WAR AND RECONSTRUCTION - understand the impact of Lincoln's death. |
| | 1zc. | CIVIL WAR AND RECONSTRUCTION - understand Johnson's impeachment. |
| | 1zd. | CIVIL WAR AND RECONSTRUCTION - understand the problems of reconstructing the Union. |
| | 1ze. | EXPANSION OF OUR FRONTIERS - trace the expansion of the continental United States from 1783-1853. |
| | 1zf. | EXPANSION OF OUR FRONTIERS - describe the concept and impact of the Manifest Destiny. |
| | 1zg. | EXPANSION OF OUR FRONTIERS - define the concept of multiple frontiers. |
| | 1zh. | EXPANSION OF OUR FRONTIERS - describe the effects of westward expansion on native Americans. |
| | 1zi. | EXPANSION OF OUR FRONTIERS - describe the American agrarian society of the 19th Century. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zj. | THE RISE OF INDUSTRIAL AMERICA - describe the growth of individual wealth under American capitalism, including the development and power of monopolies. |
| | 1zk. | THE RISE OF INDUSTRIAL AMERICA - list investions and understand their effects on the industrialization of America. |
| | 1zl. | THE RISE OF INDUSTRIAL AMERICA - identify demographic changes due to immigration, urbanization, and industrialization. |
| | 1zm. | THE RISE OF INDUSTRIAL AMERICA - compare the Populists and Progressives as leaders in the American reform movement. |
| | 1zn. | THE RISE OF INDUSTRIAL AMERICA - analyze the growth of the American labor movement. |
| | 1zo. | AMERICAN EXPANSIONISM/INTERVENTION - trace the evolution of American imperialism. |
| | 1zp. | WORLD WAR I - list the causes and events leading to World War I. |
| | 1zq. | WORLD WAR I - know the major World War I personalities and their roles. |
| | 1zr. | WORLD WAR I - understand the American ties to European war and the "total war" effort. |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zs. | WORLD WAR I - explain the results of World War I as outlined in the Treaty of Versailles. |
| | 1zt. | WORLD WAR I - explain the defeat of Wilson's League of Nations concept. |
| | 1zu. | 1920's AND THE GREAT DEPRESSION - explain the reason for the return to isolationism as a foreign policy after World War I. |
| | 1zv. | 1920's AND THE GREAT DEPRESSION - describe the causes and effects of both prohibition and women's rights. |
| | 1zw. | 1920's AND THE GREAT DEPRESSION - describe the causes and effects of the Great Depression. |
| | 1zx. | 1920's AND THE GREAT DEPRESSION - Describe the implementation and effects of Franklin D. Roosevelt's "New Deal." |
| | 1zy. | WORLD WAR II - compare the rise of dictatorships in Europe and Asia. |
| | 1zz. | WORLD WAR II - describe the events that led to American involvement in World War II. |
| | 1zza. | WORLD WAR II - know the major World War II personalities and their roles. |
| | 1zzb. | WORLD WAR II - describe the effects of World War II on American life and society. |

AMERICAN HISTORY-HIGH SCHOOL.

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | lzzc. | WORLD WAR II - evaluate the decision to drop the Atomic Bomb. |
| | | lzzd. | WORLD WAR II - evaluate the results of World War II in geographic boundaries and power. |
| | | lzze. | WORLD WAR II - list the major events of the Cold War. |
| | | lzzf. | WORLD WAR II - list examples of the United States as a world leader from 1945-1960. |
| | | lzzg. | WORLD WAR II - evaluate the formation and usefulness of the United Nations. |
| | | lzzh. | WORLD WAR II - compare the Korean and VietNam Conflicts. |
| | | lzzi. | WORLD WAR II - compare the effects that technology has had on our economy and physical and social environments. |
| | | lzzj. | 1960'S TO PRESENT - identify the events and list the accomplishments of the civil rights movement (1954 to present). |
| | | lzzk. | 1960'S TO PRESENT - understand the events and compare the administrations of Eisenhower, Kennedy, Johnson, Nixon, Carter and Reagan. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and | | |

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| work-study skills appropriate to the social sciences. | | |
| | 2a. | demonstrate the ability to make proper use of the parts of the text (index, table of contents). |
| | 2b. | learn to read and interpret: a. time lines, b. maps, c. graphs, d. charts, e. tables. |
| | 2c. | infer cause and effect relationships as they pertain to history. |
| | 2d. | be able to categorize people, facts, concepts, etc. |
| | 2e. | compare and contrast historical data. |
| | 2f. | analyze and interpret historical resources. |
| | 2g. | write effective essays. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | 3a. | learn the values and beliefs of those who shaped American history. |
| | 3b. | be encouraged to explore their own personal values and beliefs on a wide range of topics. |
| 4. Social Participation - Enable students to participate in activities in | | |

AMERICAN HISTORY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| society as individuals and as members of groups. | |
| | 4a. be encouraged/sought out to take an active part in classroom activities/ discussions. |
| | 4b. work in groups on various tasks. |

CONSUMER EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. identify roles people play in our economic system. |
| | 1b. name five agencies of the federal government responsible for consumer protection. |
| | 1c. list five consumer rights and five consumer responsibilities. |
| | 1d. define three types of credit. |
| | 1e. list three advantages and three disadvantages of using credit. |
| | 1f. distinguish between consumer credit and commercial credit, and revolving and installment credit. |
| | 1g. define the function of a credit union. |
| | 1h. cite important features of the Truth-In-Lending Act. |
| | 1i. know your consumer rights under the Fair Credit Reporting Act. |

CONSUMER EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES | |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1j. | list and identify six types of automobile insurance coverages and give the advantages and disadvantages of each. |
| | 1k. | list and define the three basic types of homeowner's insurance. |
| | 1l. | list three factors to consider in buying property insurance. |
| | 1m. | list factors to consider in buying life insurance protection. |
| | 1n. | list and explain the kinds of health insurance coverages and give the advantages and disadvantages of each. |
| | 1o. | explain the different parts of the Social Security Act and how they work. |
| | 1p. | list advantages of buying an old home or a new home. |
| | 1q. | read and understand a lease. |
| | 1r. | identify points to evaluate when inspecting houses that are for sale. |
| | 1s. | identify problems related to the selection of professional services. |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |

CONSUMER EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2a. determine income needs in accordance with lifetime goals. |
| | 2b. prepare and maintain a budget for an individual or a family. |
| | 2c. read and interpret credit contracts and statements of account. |
| | 2d. compute credit costs of a given contract. |
| | 2e. outline a procedure to follow in buying a car, either new or used. |
| | 2f. evaluate new and used car warranties. |
| | 2g. read food labels and differentiate between good and poor buys in fresh, canned, and frozen foods. |
| | 2h. compute unit pricing problems. |
| | 2i. locate sources for financing the purchase of a home. |
| | 2j. select an apartment according to a pre-established plan based upon personal needs. |
| | 2k. weigh advantages and disadvantages of mobile home parks. |
| | 2l. determine whether consumers, in given circumstances, can afford to buy a home. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and | |

CONSUMER EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| encourage each individual to develop and clarify a personal set of beliefs. | | |
| | 3a. | identify your own values, goals, and standards and how personal factors and economic conditions affect consumers' decisions. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | | |
| | 4a. | make a consumer complaint and write consumer letters. |
| | 4b. | contact federal Fair Housing departments regarding housing and discrimination laws. |
| | 4c. | write letters to local medical societies for information about doctors and medical information in and around their neighborhood. |
| | 4d. | write letters to legal aid societies and bar associations requesting information regarding low cost legal services. |

ECONOMICS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| | | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1a. | define the term "economics" as the ways in which people try to satisfy their wants by getting the most out of their limited resources. |
| | 1b. | understand those factors which determine what is produced and by whom it will be consumed. |
| | 1c. | know the meaning of the term "productivity." |
| | 1d. | know the factors of production and their influence upon the economy. |
| | 1e. | define the term "purchase power." |
| | 1f. | define the term "capitalism." |
| | 1g. | understand the meaning of a mixed economy. |
| | 1h. | understand the meaning of "capitalism." |
| | 1i. | define "mixed economy." |
| | 1j. | define "market economy." |
| | 1k. | understand the basic goals of the American economy. |

ECONOMICS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1l. | understand and explain ways in which the four sectors of the economy interact. |
| | | 1m. | explain the role of the consumer in the functioning of free enterprise. |
| | | 1n. | understand the role of advertising in the marketing of products. |
| | | 1o. | recognize and understand the sources and uses of consumer credit. |
| | | 1p. | relate and define the types of business organizations. |
| | | 1q. | understand the relationship between capital and mass production. |
| | | 1r. | know and understand the different types of business combinations. |
| | | 1s. | understand franchises and how they work. |
| | | 1t. | understand price setting in a competitive market (laws of supply and demand, equilibrium price). |
| | | 1u. | understand the concept of elasticity. |
| | | 1v. | define and explain the functions of money. |
| | | 1w. | describe the United States monetary system. |

ECONOMICS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1x. | identify the factors which cause the changing value of the dollar (money supply and inflation). |
| | | 1y. | recognize the influence of monetary policy and fiscal policy on the business cycle. |
| | | 1z. | explain how banks earn money and serve the consumer. |
| | | 1za. | recognize the different types of banks and their specialties of service. |
| | | 1zb. | show an understanding of the role of the Federal Reserve System. |
| | | 1zc. | describe the role of the stock market in the economy. |
| | | 1zd. | relate the role of labor in the economy. |
| | | 1ze. | understand how wages and salaries are set and paid. |
| | | 1zf. | understand and explain the special problems of farmers. |
| | | 1zg. | know and demonstrate an understanding of the principles of taxation. |
| | | 1zh. | describe the different types of taxation. |
| | | 1zi. | understand the importance of government borrowing in the United States economy. |
| | | 1zj. | relate the connection between deficit spending and the national debt. |

ECONOMICS-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zk. recognize the importance of international trade to the economic well being of the United States (tariff policies and international economic cooperation). |
| | 1zl. know and understand the economic purposes of the foreign aid programs of the United States. |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | 2a. differentiate between the types of monopolies (advantages and disadvantages). |
| | 2b. predict changes in the business cycle. |
| | 2c. measure changes in the business cycle. |
| | 2d. show government influences on farm production and farm prices. |
| | 2e. compare economic systems, understand their similarities, and differences. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | |

ECONOMICS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| | 3a. | value the American economic system of free enterprise. |
| | 3b. | value capitalism. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | | |
| | 4a. | participate in a class "business" venture. |
| | 4b. | participate in class activities as an individual or as a group member. |

HUMAN BEHAVIOR-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. recognize psychology studies how humans learn, think, feel, and behave. |
| | 1b. know that some psychologists specialize in doing research, some specialize in helping people solve their personal problems. |
| | 1c. understand psychology is the scientific study of the interal and external behavior of organisms. |
| | 1d. explain contributions of behaviorists such as, Skinner, Hull, Thorndike, to psychology. |
| | 1e. understand the basic scientific methods of psychological inquiry and experimentation, observation and testing. |
| | 1f. recognize the process of theory development includes four major elements: observation, statement of hypothesis, experimentation and interpretation of data, and theory statement. |

HUMAN BEHAVIOR-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1g. | show that sources of psychological data include observation in natural settings, clinical case histories, psychobiographies, and measurement instruments. |
| | | 1h. | know the different areas of the brain regulate different behaviors. |
| | | 1i. | understand the nervous system functions as an information network. |
| | | 1j. | know the names and structural characteristics of the brain's major parts. |
| | | 1k. | know that animals, like humans, have ways of communicating with one another. |
| | | 1l. | define instincts and reflexes in relation to a type of behavior. |
| | | 1m. | know the types of learning including definition and distinctions (i.e., Pavlov, Skinner). |
| | | 1n. | identify the various dimensions of the mind including: sensory systems, perception, motivation, emotion. |
| | | 1o. | understand the various aspects of learning including the principles, and memory. |

HUMAN BEHAVIOR-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1p. understand the various aspects of growth and development (i.e., various theories, social influences, and stages of development). |
| | | 1q. describe personality and individual differences. |
| | | 1r. describe the major schools of personality (Freud, Jung, Adler). |
| | | 1s. define self-concept. |
| | | 1t. compare the effects of a variety of situations on one's personality. |
| | | 1u. compare normal and abnormal personality. |
| | | 1v. compare treatments of personality disorders. |
| | | 1w. understand the impact of group and cultural influence (i.e., group dynamics, and effect of social structure). |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | | 2a. research a human behavior topic. |
| | | 2b. engage in an experiment using the scientific method. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and | |

HUMAN BEHAVIOR-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| encourage each individual to develop and clarify a personal set of beliefs. | |
| | 3a. value personality uniqueness. |
| | 3b. tolerate personality differences. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | 4a. engage in a community service activity in a (class) group or as an individual. |

PUBLIC EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. define education. |
| | 1b. understand the joint responsibility of the school, home, and community working together to achieve common goals. |
| | 1c. know and understand the various components of education: a. basic skills, b. cultural education, c. societal education, d. career education, e. health education. |
| | 1d. define public education. |
| | 1e. know the laws which have affected public education in the State of Ohio. |
| | 1f. understand the role of the school as an educational and social institution. |
| | 1g. understand local school finance. |
| | 1h. define property tax. |
| | 1i. define valuation per pupil. |
| | 1j. define sale value, assessed value, mills, appraisal. |

PUBLIC EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1k. | understand the meaning of millage rollback. |
| | | 1l. | recognize and define an operating levy and a permanent improvement levy. |
| | | 1m. | know the different types of school levies. |
| | | 1n. | understand that education is basically a state function and state responsibility. |
| | | 1o. | know the purpose of the "Equal Yield" formula. |
| | | 1p. | know the various forms and requirements of federal aid to education. |
| | | 1q. | know the purposes of federal laws pertaining to public education: Elementary and Secondary Education Act, Vocational Education Act, Education of the Handicapped Act. |
| | | 1r. | know and understand the relationships between the various levels in the structure of education in Ohio: Ohio Department of Education, types of school districts in Ohio. |
| | | 1s. | know the purpose and responsibilities of the local school board. |

PUBLIC EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1t. | know why schools often need to ask for more money: method of financing schools, inflation, expanded services, improved educational quality, lower drop-out rates, declining enrollment and rising school costs, inflexible school income. |
| | | 1u. | know criteria for making local voting decisions: judge issues on their own merits, get the big picture, make financial comparisons, get the facts, beware of rumors, outline priorities. |
| | | 1v. | understand new problems and educational movements currently under consideration. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | | 2a. | be able to calculate cost per pupil. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | | 3a. | value schooling, lifelong learning, and continuing education. |

PUBLIC EDUCATION-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | 4a. participate in a group or as an individual in a school/educational community service activity. |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| | | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | | |
| | 1a. | recognize that sociology concentrates on the types of relationships and problems people have as members of modern societies. |
| | 1b. | understand sociology is about many things he/she has experienced, or will experience, as a member of a family, neighborhood, social group, society. |
| | 1c. | understand an objective guiding the achievement and selection of social research methods-design including the following: a. description, b. theory-building, c. prediction, d. control. |
| | 1d. | know the terms commonly used in scientific social research (e.g., problem, hypothesis, control variable, dependent variable, independent variable, intervening variable, research design, and sample). |
| | 1e. | understand terms used for various major methods or techniques of social research (e.g., case study, survey method, observation). |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1f. know there are characteristics and uses of surveys in social research and natural, contrived, and participant observation in social research. |
| | | 1g. know different segments of the concept of culture including complex system of institutions, conventions, traits, core values, norms, mores, folkways, that are socially acquired, shared and transmitted. |
| | | 1h. understand social processes occur as characteristic responses to shared circumstances including cooperation, competition, and conflict. |
| | | 1i. show some of the processes associated with inflows of new members to existing groups, social systems or cultures include socialization, enculturation, acquituration, assimilation, integration, disorganization. |
| | | 1j. recognize sociologists study ways in which collective life is organized (e.g., how various individuals, groups, and institutions are related to one another within a society). |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1k. describe some of the terms conventionally used by sociologists to identify major elements or attributes of social organization include differentiation, stratification, and structure. |
| | 1l. recognize chronological age and sex have been determinants of individual's positions and roles in most societies. |
| | 1m. recognize differentiation based on individual specialization (occupation) is characteristic to all cultures but especially in "advanced" complex societies. |
| | 1n. understand the terms referring to stratification such as: classes, castes. |
| | 1o. show that social mobility refers to change in an individual's or a group's roles, positions, status, or class over a period of time. |
| | 1p. know the distinctions between described (assigned) and achieved (attained) status. |
| | 1q. understand sets of terms for contrasting types of groups and features by which they are distinguished or characterized (e.g., primary, secondary, and reference groups). |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1r. | understand the principal tasks or stages of early (infant, childhood) socialization. |
| | 1s. | know the principal arenas or agents of early socialization (e.g., family, school, mass media). |
| | 1t. | know meanings of the term, sanction, both positive and negative, as used in various contexts. |
| | 1u. | understand the meaning of mass communication and the different forms of mass communication. |
| | 1v. | understand the basic techniques and strategies of mass persuasion (propaganda, advertising promotions, political campaigns). |
| | 1w. | know sociologists use the concept of social deviance to focus in behavior that is significantly at odds with the mores, laws, norms, etc.). |
| | 1x. | define social deviance as an infraction of a social norm and others response to that infraction. |
| | 1y. | show changes in a social system can occur from events inside or outside the system. |
| | 1z. | understand population studies, including definition of, and how knowledge is obtained through inventory of populations. |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1za. | know the differences and similarities between the concept of the nuclear family and the extended family. |
| | 1zb. | understand the family functions as a child's significant socializing institution including value definition, role modeling, norms, etc. |
| | 1zc. | know the ways the structures and functions of families vary among different cultures. |
| | 1zd. | know economic status and role affect individual identity, peer relations and family, and community cohesion. |
| | 1ze. | know the functions of leisure in childhood and adolescent socialization and development. |
| | 1zf. | understand that social problems are conditions affecting a significant number of people in ways considered undesirable, about which it is felt something can be done through collective social action. |
| | 1zg. | understand ways prejudice and discrimination hinder a minority group from gaining desired goals and help a majority to gain a larger share of desired goals. |
| | 1zh. | know ways discrimination affects societal stability. |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | lzi. | understand the current social conditions which tend to perpetuate various minority problems (e.g., employment, housing, education). |
| | lzj. | understand a racial minority may be viewed as a group of people which is perceived as different from the dominant majority on the basis of common physical characteristics. |
| | lzk. | understand the ways various ethnic groups are discriminated against in American society. |
| | lzl. | understand the ways ethic groups seek to preserve their group identity. |
| | lzm. | understand the formal and informal ways in which women have been discriminated against in American society. |
| | lzn. | know the historic and current leaders, organizations, objectives, and accomplishments of womens' movements. |
| | lzo. | explain social adjustments and problems characteristic of the aged in American society. |
| | lzp. | identify particular problems characteristic of impoverished life in America. |
| | lzq. | know ways poverty affects individual identity and deviance. |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | lzr. | identify meanings for terms commonly used to describe criminal activity (larceny, bribery, rape, extortion). |
| | lzs. | recognize problems and issues of current importance in the criminal justice system (victimless crime, public safety, individual rights). |
| | lzt. | understand significant current trends in criminal activity in the United States (rape, white-collar crime). |
| | lzu. | understand factors which contribute to the problem of gathering reliable data about the extent or nature of criminal activity (crimes not reported, inconsistent law enforcement). |
| | lzv. | know ways correctional institutions promote and discourage crime. |
| | lzw. | know types of offenses commonly involving juveniles. |
| | lzx. | know ways alcoholism affects addicted persons, their families and society. |
| | lzy. | know people use drugs for many different reasons (peer pressure, escape). |
| | lzz. | know ways features of social structures affect suicide rates including family, community and societal structures. |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zza. understand specific factors which may precipitate suicide. |
| | 1zzb. identify statistics evidencing three forms of child abuse: emotional, sexual, and physical. |
| | 1zzc. understand recent technological developments which have contributed to changing realities of and attitudes about war. |
| | 1zzd. know factors which currently affect the viability and nature of the family as a social institution in America. |
| | 1zze. understand divorce procedures and proposed solutions for the problem of high divorce rates. |
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | |
| | 2a. know concepts used by sociologists to describe social institutions including roles, values, norms. |
| | 2b. know ways norms and values affect drug use. |
| | 2c. research sociological topics. |
| 3. Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to | |

SOCIOLOGY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| develop and clarify a personal set of beliefs. | |
| | 3a. value cultural contributions. |
| | 3b. value cultural differences. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | 4a. participate in a cross-cultural experience. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. know the physical forces which have brought continuous change to the face of the earth. |
| | 1b. know distinctions between "physical" and "cultural" categories of geographic subject matter. |
| | 1c. define the following terms in a complete sentence: mental map, map projection, map key or legend, and scale. |
| | 1d. know the relationships of time zones to conventional longitudinal units of measurement. |
| | 1e. know the location and content of the earth's lithosphere, hydrosphere, and atmosphere. |
| | 1f. know the geomorphologic relief features of the earth's surface and how they have shaped the face of the earth. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1g. | explain the differences between three basic kinds of map projections and, on the basis of their examinations, explain how each projection distorts an aspect of the earth's surface. |
| | 1h. | list three variations that affect the climate of a place. |
| | 1i. | define the terms: erosion, relief, glacier, Pangea, continental drift, and landform. |
| | 1j. | define biome and account for the differences in biome productivity. |
| | 1k. | list factors that account for the differences among people who inhabit the earth. |
| | 1l. | describe the topography of Western Europe and how it influences the economic activity of the people. |
| | 1m. | explain two major differences between private and government-owned industry in Eastern Europe. |
| | 1n. | compare and contrast the eastern and western regions of the Soviet Union. |
| | 1o. | know the ways in which the Soviet Union has tried to increase its world influence with the less developed countries. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1p. | know why Moscow is considered the hub and the major city in the Soviet Union. |
| | 1q. | know how the lifestyle and economy of the Middle East and North Africa has been influenced by the discovery of large oil deposits. |
| | 1r. | know and describe the three major world religions that developed in the Middle East and be able to assess its impact on the area. |
| | 1s. | know the major geographical barriers that divide Africa. |
| | 1t. | know the problems of colonialism and how it has influenced the racial development of Africa. |
| | 1u. | describe how the monsoons affect the agricultural life of the Asian farmer. |
| | 1v. | list the countries of the Indian subcontinent. |
| | 1w. | know why the seasons of the southern hemisphere are opposite those found in the United States. |
| | 1x. | know role the United States has played in the Pacific region. |
| | 1y. | identify the countries of Latin America. |
| | 1z. | explain the relationship between the United States and Latin America. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | lza. | know the role the Panama Canal plays in worldwide transportation. |
| | lzb. | explain two major crops and the importance to the Latin American countries. |
| | lzc. | identify the six major geographical divisions in the United States and their capital cities. |
| | lzd. | identify and describe the location of the major cash crops in the United States. |
| | lze. | know the effects of climate on Canada's population density. |
| | lzf. | understand the relationship between energy resources and economic development. |
| | lzg. | know why most developing countries need financial and technical assistance as they strive to become industrial nations. |
| | lzh. | understand the relationships between the technology of a society and the way its inhabitants live. |
| | lzi. | understand the relationship between geography and its influence on the holidays and the ways they are celebrated. |
| | lzj. | understand that each country and individual is only one small part of the overall world picture. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES | |
|---|---|---|
| 2. Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2a. | measure or describe where things are in relation to a fixed or known point. |
| | 2b. | give coordinates using latitude and longitude. |
| | 2c. | make a map to scale. |
| | 2d. | use regionally organized reference materials and aids (atlases, textbooks, graphs, etc.). |
| | 2e. | locate a site or physical feature on a regional or world map. |
| | 2f. | use conventional forms of directions and coordinates in mapping and map reading. |
| | 2g. | identify on a map the location of the countries of Eastern Europe. |
| | 2h. | identify and locate on a map the countries of North Africa and the Middle East. |
| | 2i. | locate on a map the major sources of water and its effect on population development. |
| | 2j. | identify on a map the countries and capitals of the Orient. |

WORLD GEOGRAPHY -HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | 2k. | locate major population centers in the United States on a map. |
| | | 21. | locate on a map the major political divisions of Canada and their capitals. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to develop and clarify a personal set of beliefs. | | |
| | | 3a. | appreciate the individual customs and heritage of the people that live in each area as a part of the overall matrix that influenced the development of the country. |
| | | 3b. | value geographic skills. |
| 4. | Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | | |
| | | 4a. | participate in a world awareness project which reflects the needs of a particular country or area. |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. know that history may be viewed as the memory, recorded or unrecorded, of past human experience. |
| | 1b. define culture. |
| | 1c. understand that culture involves shared ideas. |
| | 1d. know that the Paleolithic Age represents the earliest recognizable forms of human culture. |
| | 1e. understand the relationship between the emergence of metal-based technological systems and emergence of cities-Bronze Age, Iron Age cultures. |
| | 1f. know the major events and dates of chronological world history. |
| | 1g. understand elements which define a civilization. |
| | 1h. know the principal contributions of major civilizations |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1i. | know the factors that may have led to the subdivision of land into nations and states including conquest, geographic location, customs, tension between ruled and rulers, and challenge to the status quo. |
| | | 1j. | understand how civilizations have influenced other civilizations. |
| | | 1k. | know the factors that are believed to have contributed to the development and decline of particular civilizations. |
| | | 1l. | know the distinctive political-religious characteristics of early civilized societies. |
| | | 1m. | know how Christianity expanded and gained dominance in Western Civilization. |
| | | 1n. | know important figures, contexts, and incidents in the development of Islam. |
| | | 1o. | know factors which led to the conflict between Christianity and Islam. |
| | | 1p. | know issues of conflict between church and state which are characteristic of medieval Europe. |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1q. | know events, places, personalities, and dates having significance in the lives of medieval European peoples and factors to which events may be casually related. |
| | 1r. | understand the impact of the Mongol invasion. |
| | 1s. | know factors which led to the emergence of the Intellectual Revolution and modern science. |
| | 1t. | know factors associated with the Industrial Revolution in the Western world. |
| | 1u. | understand major themes distinguishing the Renaissance from the Middle Ages. |
| | 1v. | understand factors which motivated European exploration and colonization of the Americas, Africa, and other lands. |
| | 1w. | understand reasons for political revolution and the emergence of democratic liberalism and its effects. |
| | 1x. | understand the influence of Napoleonic revisions in the structure of Europe on the creation of new governments. |
| | 1y. | understand how contacts between the West and China, Japan, etc. affected political and economic conditions in those civilizations. |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1z. | understand factors which led to the collapse of the Ottoman Empire and the effects of that collapse in social, political and economic spheres. |
| | 1za. | understand how Western colonization in Africa resulted in devastation of African cultural patterns. |
| | 1zb. | understand the important characteristics of the Zionist ideology and movement and their significance in Middle Eastern politics. |
| | 1zc. | understand causes of World War I. |
| | 1zd. | understand important economic and political outcomes of World War I. |
| | 1ze. | understand reasons for, and outcomes, of the Bolshevik Revolution in Russia. |
| | 1zf. | know the ideological basis for the formation of the Soviet Union. |
| | 1zg. | understand political, economic and social conditions of the 1920's and 1930's. |
| | 1zh. | understand the causes of World War II. |
| | 1zi. | understand reasons for the withdrawal of Western powers from non-European nations. |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zj. | understand the effects of conflicts in Southeast Asia on international relations in the 1950's, 1960's, and 1970's. |
| | | 1zk. | understand reasons for the conflicts between China and Japan in the first half of the twentieth century. |
| | | 1zl. | understand the political conditions which brought about the collapse of Western imperialism in sub-Saharan Africa. |
| | | 1zm. | know that development of farming was "revolutionary" in the sense that it profoundly changed human relationships to nature and to each other. |
| | | 1zn. | know that for thousands -- or perhaps millions---of years, humans lived in bands or tribes as hunters and gatherers. |
| | | 1zo. | understand and compare different socio-economic systems. |
| | | 1zp. | know that the substitution of farming for hunting and gathering or herding led to the development of villages, cities, and the establishment of trade routes. |
| | | 1zq. | know the historical events and conditions associated with the development of machines and techniques for industrial mass production. |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1zr. | understand the effects of the industrial revolution on patterns of human society. |
| | | 1zs. | know that the Industrial Revolution is still occurring today, especially in Third World countries. |
| | | 1zt. | know the characteristics of feudal-manorial life during the Middle Ages. |
| | | 1zu. | understand the ways in which the introduction of Protestant theology and the rise of Protestantism to replace Catholicism in some countries may have influenced Western thought and practice. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | | 2a. | be able to locate and label historic places and boundaries on a map. |
| | | 2b. | name and locate nations, principally involved in international trade, conquest, and colonization and their respective claims or holdings, at various stages of Western expansion. |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to | | |

WORLD HISTORY-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| develop and clarify a personal set of beliefs. | |
| | 3a. believe that the study of history may be helpful in understanding the present and its relationship to the past. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups. | |
| | 4a. participate in a class and/or individual world-wide effort. |

WORLD RELIGIONS-HIGH SCHOOL

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| | The student will... |
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | |
| | 1a. know common Taoist terms. |
| | 1b. understand how Taoism has influenced moralistic Chinese behavior. |
| | 1c. know common Confucian terms. |
| | 1d. compare Chinese family patterns before and after the life of Confucius. |
| | 1e. understand the Four Classes of Confucianism. |
| | 1f. know common Shinto terms. |
| | 1g. demonstrate the differences between State and Sectarian Shintoism. |
| | 1h. know common Zoroastrian terms. |
| | 1i. explain the decline of Zoroastrianism. |
| | 1j. point out Zoroastrian concepts common to Judaism, Christianity, and Islam. |
| | 1k. know common religious terms. |
| | 1l. write an accepted definition of religion. |

WORLD RELIGIONS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES |
|---|---|---|
| 1. Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1m. | know the religions of tribal peoples. |
| | 1n. | know common Hindu terms. |
| | 1o. | understand the caste system and cite examples. |
| | 1p. | know common Buddist terms. |
| | 1q. | understand how Buddism liberalized the hope of attaining Nirvana in one's present lifetime and explain how Hindu caste and sex restrictions could be overcome. |
| | 1r. | know common Jain terms. |
| | 1s. | summarize the religious demands upon Jain lifestyle. |
| | 1t. | know common Judaic terms. |
| | 1u. | understand the different branches of Judaism (Orthodox, Conservative, Reform). |
| | 1v. | know common Christian terms. |
| | 1w. | explain the historical separation of Roman Catholicism and Eastern Orthodoxy. |
| | 1x. | understand the Protestant Reformation. |
| | 1y. | know common Islamic terms. |
| | 1z. | justify the position of a branch of Islam (Shii, Sufi, Sunni, Ahmadiyan). |

WORLD RELIGIONS-HIGH SCHOOL

| PROGRAM GOALS | | SUBJECT OBJECTIVES | |
|---|---|---|---|
| 1. | Knowledge and Understanding - Enable students to acquire and develop knowledge and understandings based on concepts, generalizations, facts, and vocabulary derived from the social sciences. | 1za. | know numerical majorities of Protestant sects in the United States today. |
| | | 1zb. | know major points of theological differences between four Protestant sects in the United States. |
| | | 1zc. | know how Hinduism has assimulated other religions that have threatened it. |
| | | 1zd. | know common religious holy days for the five major world religions. |
| 2. | Skills and Abilities - Enable students to develop, acquire, and practice a variety of intellectual and work-study skills appropriate to the social sciences. | | |
| | | 2a. | estimate the future consequences of the Soka-Gokka sect upon Japan and predict the probable effect of the Komeito Party's possible success in Japanese politics. |
| | | 2b. | identify on a map where the world religions arose and are found today. |
| | | 2c. | recognize logical fallacies in reasoning by differentiating between the terms "Islam" and "Mohamedism." |
| 3. | Values and Beliefs - Enable students to reflect on our democratic society's historical values and encourage each individual to | | |

| PROGRAM GOALS | SUBJECT OBJECTIVES |
|---|---|
| develop and clarify a personal set of beliefs. | |
| | 3a. appreciate the role of mysticism in Taoism. |
| | 3b. judge the impact of Confucianism upon the Chinese. |
| | 3c. appreciate the role of religion with respect to man's cultural history. |
| | 3d. appreciate the influence of Buddism on other various religious traditions. |
| | 3e. judge the value of the Jain contribution of "ahimsa" to religion. |
| 4. Social Participation - Enable students to participate in activities in society as individuals and as members of groups | |
| | 4a. participate in a world religions/culture in-school and/or out-of-school sharing event. |

TEXTBOOK ADOPTION POLICY

It is the legal responsibility of the County Board of Education to approve all textbooks used as part of the educational program of this District. No such textbook will be approved which is not on a list duly filed in the County Office of Education.

For purposes of this policy "textbooks" shall be defined as those books which are purchased in classroom quantity or more and which are issued to each student in the class.

For purposes of this policy "textbooks" shall be defined as those books which are to be used as a basic source of any information in any class.

The County Board shall, at a regular meeting, held between the first Monday in February and the first Monday in August, select the textbooks to be used in the schools of this District. Substitution, alteration, or revision of any textbook within four years of its selection and adoption shall require a four-fifths (4/5) vote of the members elected to the Board.

The County Superintendent shall be responsible for the selection and recommendation of textbooks for County Board consideration.

The County Superintendent shall develop a plan for the recommendation of textbooks according to the following guidelines:

a. Professional staff members at all appropriate levels shall participate in the selection process.

b. Textbooks shall be relevant to the courses of study adopted by the County Board.

In considering the approval of any proposed textbook, the County Board will weigh its suitability for the maturity level and educational accomplishment of the students who will be using the book, freedom from bias, relationship to the curriculum, relationship to a continuous multigrade program, and manner of selection.

A list of all approved textbooks shall be maintained by the County Superintendent and made available for the use of the local district boards.

The County Board of Education will consider additions to the list of approved textbooks under the following circumstances:

1. Local school districts shall notify the county school superintendent when each decides to consider purchase of a course of study text/series.

2. The county school superintendent shall assign appropriate supervisory personnel to be involved in the local school district text selection process.

3. Local school districts shall first review only those text/series that appear on the county course of study approved textbooks list before requesting examination materials from other publishers.

4. It is recommended that the latest edition of textbooks be purchased from the recommended adopted textbook list from the county office of education.

5. Local school districts wishing to purchase textbooks that are not on the county recommended adopted textbook list shall follow the procedures for textbook variance.

   a. Write a narrative stating why you wish to purchase textbooks that are not on the recommended list of approved adopted textbooks from the county office. (Does the narrative include a rationale with at least three (3) advantages that the proposed text offers better than the approved text?)

   b. Also include in the narrative how the textbook meets the philosophy and course goals/objectives as set forth in the county course of study. (Does the narrative make reference to: (1) the textbook evaluation process using the standard ASCD form? (2) the course of study philosophy? (3) the course of study goals/objectives?)

   c. Subject_____

      Name of book_____Grade Level____

      Publisher_____

      Copyright date_____Revised edition __yes __no

      If revised edition, list all copyright dates:_____

      _____

      Reading level of book_____

   d. Submit to the county superintendent for recommendation to the county board.

## Social Studies Course of Study Recommended List of Textbooks

(Adopted by Fulton County Board of Education, August 26, 1985)

| Grade Level/Course | Subject/Title of Book | Publisher | Copyright |
|---|---|---|---|
| K-6 | Elementary Social Studies | D. C. Heath | 1985 |
| K-6 | Elementary Social Studies | Ginn | 1983 |
| K-6 | Elementary Social Studies | Harcourt Brace Jovanovich | 1985 |
| K-2, 3-4 supplemental | Elementary Social Studies | Graphic Learning Corporation | 1983 |
| | WORLD GEOGRAPHY | | |
| 7 | World Geography | Allyn and Bacon | 1983 |
| 7 | A Changing World | Globe | 1984 |
| 7 | World Geography | Heath | 1983 |
| | OHIO HISTORY | | |
| 7 | Ohio | Perrigrine Smith | 1985 |
| 7 | Ohio | Merrill | 1985 |
| 7 | Ohio-Geography, History, Government | Laidlaw | 1983 |
| | AMERICAN HISTORY | | |
| 8 | This is America's Story | Houghton Mifflin | 1983 |
| 8 | America's Heritage | Ginn | 1985 |
| 8 | People and Our Country | Holt, Rinehart, Winston | 1982 |
| 9-12 | Rise of the American Nation | Harcourt Brace Jovanovich | 1982 |
| 9-12 | A History of the United States | Ginn | 1985 |
| 9-12 | America-The Glorious Republic | Houghton Mifflin | 1985 |
| | WORLD HISTORY | | |
| 9-12 | A History of the World | Houghton Mifflin | 1985 |
| 9-12 | Our Common Heritage: A World History | Ginn | 1984 |
| 9-12 | The Pages of World History | Allyn and Bacon | 1983 |
| | WORLD GEOGRAPHY | | |
| 9-12 | World Geography Today | Holt, Rinehart, Winston | 1985 |
| 9-12 | Geography | Houghton Mifflin | 1985 |
| 9-12 | Our World and Its Peoples | Allyn and Bacon | 1981 |

Social Studies Course of Study Recommended List of Textbooks (continued)

(Adopted by Fulton County Board of Education, August 26, 1985)

| Grade Level/Course | Subject/Title of Book | Publisher | Copyright |
|---|---|---|---|
| | SOCIOLOGY | | |
| 9-12 | Sociology - Understanding Society | Prentice Hall | 1984 |
| 9-12 | Sociology | Ginn | 1980 |
| | CONSUMER EDUCATION | | |
| 9-12 | Consumer Education | Glencoe | 1983 |
| 9-12 | Consumer Action | Houghton Mifflin | 1983 |
| 9-12 | Consumers in the Economy | Southwestern | 1983 |
| | HUMAN BEHAVIOR | | |
| 9-12 | Psychology - Its Principles and Applications | Harcourt Brace Jovanovich | 1984 |
| 9-12 | Psychology - Exploring Behavior | Prentice Hall | 1985 |
| 9-12 | Understanding Human Behavior | Holt, Rinehart, & Winston | 1983 |
| | ECONOMICS | | |
| 9-12 | Economics: Principles and Practices | Merrill | 1985 |
| 9-12 | The American Economy | Houghton Mifflin | 1985 |
| 9-12 | Economics Today and Tomorrow | Harper and Row | 1984 |
| | AMERICAN GOVERNMENT | | |
| 9-12 | Government in the United States | MacMillan | 1984 |
| 9-12 | Magruder's American Government | Allyn and Bacon | 1985 |
| 9-12 | American Political Behavior | Ginn | 1980 |
| 9-12 | WORLD RELIGIONS | | |
| 9-12 | PUBLIC EDUCATION | | |